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ABSTRACT

Three essays on bicultural/bilingual education are compiled in this document. "Linguistic Theory and Bilingual/Bicultural Education", by Timothy F. Regan, briefly discusses the application of linguistic theory to bilingual/bicultural education. "An Operational Model for Bilingual Education", by Gilberto de los Santos, discusses the extent to which ethnic and bilingual/bicultural education programs are available in community colleges today. Bilingual/bicultural education programs are operationally defined and implementation phases are described. Specific examples of program implementation at El Paso Community College (Texas) are given. "Bilingual/Bicultural Education: A Basic Right of Every American", by Armando E. Rodriguez and Roberto E. Zuniga, discusses the value of bilingual/bicultural education and proposes a national goal: that by 1990 all of our schools where there is a plurality of language and cultural differences will be completely immersed in bilingual/bicultural programs. Bibliographies for each essay are included. (JDS)

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Bilingual/Bicultural Education in the Community College

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CONSORTIUM

BILINGUAL/BICULTURAL EDUCATION IN THE COMMUNITY COLLEGE

TIMOTHY F. REGAN
Contributing Editor

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SECTION I

LINGUISTIC THEORY AND BILINGUAL/BICULTURAL EDUCATION

Timothy F. Regan
McManis Associates, Inc.

I. LINGUISTIC THEORY AND BILINGUAL/BICULTURAL EDUCATION

Timothy F. Regan
McManis Associates, Inc.

The bilingual/bicultural education programs developed in various communities around the United States – and in several of the AIDP two-year institutions – are supported by both precedent and by linguistic theory. In the past decade the demand for bilingual/bicultural education has been increasing in most parts of the world. In countries other than the United States where the official language has already attained international status, a changing climate, reflecting increased acceptance of other cultures, has made it possible to establish schools, with official approval, to teach another language.

Linguistics has taught us that there are commonalities in any language teaching situation; perhaps there are more of them in the bilingual/bicultural education setting. We know, for instance, that language is a uniquely human tool. It is a form of social behavior basic to all groups, and is supportive of the group or culture of which it is a part. In addition, language is arbitrary, based on symbols and convertions, and is an acquired form of human behavior. It is a vehicle of human thought and experience, used to transfer an idea from one person to another and to transmit heritage and culture from one generation to another.

Bilingual educators have realized that to meet the challenge of our modern society, education must not just keep up with the times; it must be in the vanguard, leading the way for institutions to respond more fully to individual and community needs. While retaining the best from those instructional methods with which the institutions have experienced success (i.e., individualized instruction, peer-tutors, language laboratories, etc.), institutions should be able to incorporate contributions from the field of linguistics.

The linguistic process in the bilingual/bicultural education program, as perceived by AIDP institutions, represents an intensified integration of language skills. As represented below, this process is much like a computer; it receives an input, analyzes it, and produces an output.[1]

Linguistics has made a significant contribution to bilingual/bicultural education by systematizing the study of language and the language acquisition process. It is still too early to assess the impact of the use of linguistics in such programs; however, it can be inferred from their success in other language teaching situations that the application of linguistic theory in the development of bilingual/bicultural education programs will also be successful.

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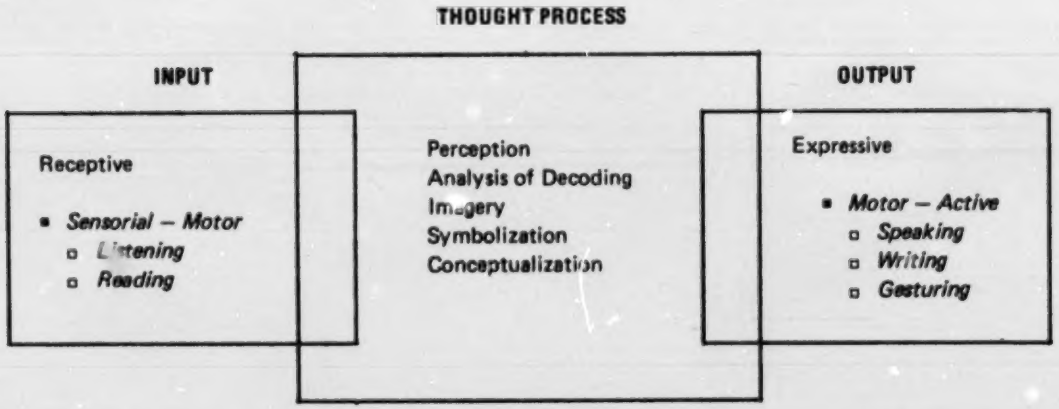
1. Adapted from: *Linguistics and Its Relationship to Language Arts*, Office of the Superintendent of Public Instruction, Springfield, Illinois.

BILINGUAL/BICULTURAL EDUCATION
LINGUISTIC PROCESS



Input

Input is depicted here as information being transmitted to an individual student – through his senses – by listening or reading. The coded message is received by the ear via sound waves or by the eye via written symbols, a picture, a live scene, or a gesture.

Thought Process

The student must perceive, analyze, and decode the message in order to understand it. The content of the message is contained both in the phonic elements and the structure in which they are organized. The symbolization and conceptualization of the response are the final steps in the integrative process.

Output

Output represents the action taken. Information is transmitted through some form of motor activity, speaking, writing, or a gesture.

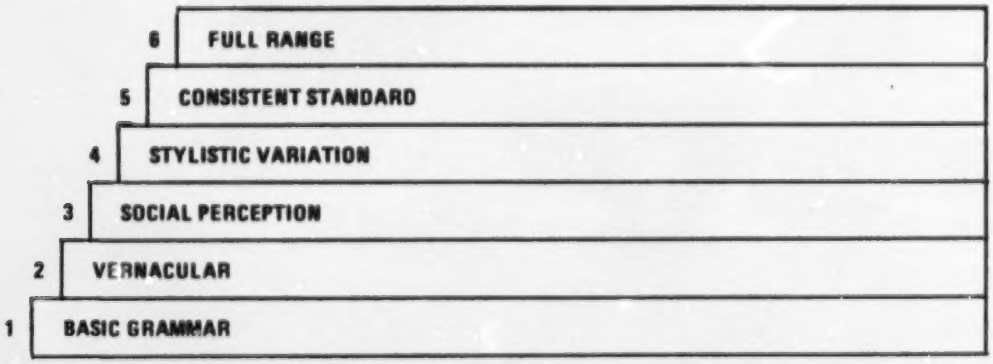
The bilingual/bicultural teaching situation is a complicated one, mixing culturally knowledgeable students who are verbally bilingual (but do not know the structure or cannot read the language) with students who read, write and speak the language (but who do not know the culture). As students differ, so must the teaching methods or techniques used differ. Every student has a personal mode of learning, especially in a highly charged, bilingual/bicultural setting. The instructor must not only consider modern theories of learning, but must also develop within the student a linguistic understanding of the total language concept, provide support and reinforcement, and present the elements of the culture in a desirable, logical, and orderly manner. In this way, the student will see the logic and value and will become responsible for his own learning.

Linguistic theory has provided the bilingual/bicultural teacher with a number of useful ways to classify levels of usage. Good language usage has been described as:

> . . . that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to the speaker and listener. It is the product of custom, neither cramped by rule, nor freed from all restraint; it is never fixed, but changes with the organic life of the language.[2]

Others, like Albert Marckwardt (see "Levels of Usage" in ***Hexagon: Linguistics for Teachers***), have stated that instead of setting up a single, correct standard or level of appropriateness for all occasions, usage is dependent upon style, functional variety, and dialect. It is this distinction, drawn by many bilingual/bicultural education programs, that serves as the single strongest support of the program. It allows for a diversity of pronunciations and skills in the early stages, moving gradually toward an increase in those skills with constant reinforcement by the teacher, peer-tutors, and the cultural setting, as the individual goes through a series of developmental and sequential steps in acquiring and modifying his pattern of spoken language.

A step graph, adapted from one produced by William Labov[3] is shown below:



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2. National Council of Teachers of English, ***An Experience Curriculum in English***, New York: Appleton, 1935.

3. William Labov, in ***Social Dialects and Language Learning***, Champaign, Illinois, 1964.

A series of principles and techniques have evolved in bilingual/bicultural programs that appear to be most effective:

- *In Spanish (and in English), oral development precedes reading and writing.*
- *The vocabulary and sentence structure presented should, as much as possible, revolve around the students' experiences.*
- *Culture can be built in early into some of the basic sentence patterns.*
- *Use of cultural role-models and peer-tutors is encouraged.*
- *Vocabulary should be introduced inductively, with the student discovering the relationship between the word and the speech sound used to describe a familiar object.*
- *Build confidence in the student by increasing rapidly his ability to move back and forth from the oral to the written language and from the written page to an accurate verbalization.*
- *For culture to be introduced in a more formal manner, the reading skill of interpreting both connotative and denotative meaning must be developed.*
- *Emphasis must be placed on developing the student's ability to think in the total language concept.*

For bilingual/bicultural programs to succeed in the two-year college setting, educators must be aware of the linguistic theories presented and some of the exemplary projects being conducted around the United States. In this manner, they will be able to adapt and adopt some of the more successful practices in establishing their own programs.

SECTION II

AN OPERATIONAL MODEL FOR BILINGUAL EDUCATION

Gilberto de los Santos
El Paso Community College

II. AN OPERATIONAL MODEL FOR BILINGUAL EDUCATION

Gilberto de los Santos

I. INTRODUCTION

NATIONAL AND STATE PERSPECTIVES

Historically, southwestern public educational institutions ***have not*** responded to culturally different students. Schools persist in judging all students by conventional standards while ignoring real differences. Typically, non-traditional students enter school at a disadvantage and, just as typically, leave in much the same fashion. Current statistical data indicate that of any single ethnic group (with the exception of Native Americans), the Spanish-speaking group has the lowest educational level, the highest dropout rate and the lowest proportionate percentage enrolled in institutions of higher education.[1]

Reluctance on the part of the Spanish-speaking to abandon their cultural and linguistic heritage and the inability of others to achieve an understanding of their culture and language accounts, in part, for less than adequate participation by the Spanish-speaking in programs available to serve them.[1] In Texas, by the eighth grade nearly three-fourths of the Mexican-Americans are reading below their grade level. By the 12th grade, almost half of those who started first grade (47%) have dropped out. Blacks have fared only slightly better.[2] The Coleman, Newman, and Jencks Reports dramatically illustrate on a national scope the failure of traditional educational approaches to successfully reach disfranchised minorities.

II. THE NEED FOR BILINGUAL/ BICULTURAL EDUCATION IN COMMUNITY AND JUNIOR COLLEGES

Over 1,100 community and junior colleges are currently enrolling students in the United States. These colleges serve approximately 3,500,000 students from different ethnic groups and income levels. Almost 50% of the students enrolled in two-year colleges are pursuing technical, vocational, or occupational programs with the others pursuing a baccalaureate degree or some other personal goal. In Arizona, California, Texas, New Mexico, and Colorado, where the proportion of the population is about 20% Spanish-speaking, there are about 210 two-year colleges. A 1972 report by the College Entrance Examination Board in Austin, Texas indicated that 17% of the students enrolled

in two-year colleges have a Spanish surname. This survey was made in southwestern cities with a population of more than 50,000 Chicanos. While this figure might appear high, other studies indicate that 75% of all Mexican-Americans attending postsecondary education are enrolled in community colleges. Other states also report a significant number of bilingual students in New York, Florida, Chicago, and Washington where large numbers of Puerto Ricans, Mexican-Americans and Cubans reside. Out of 121,897 students in Texas community colleges in 1971, 17,893 (14.6%) were Mexican-Americans.

Yet, few two-year colleges report any significant progress in bilingual/bicultural education. Hostos Community College in New York, Pima College in Arizona, East Los Angeles Community College in California, and El Paso Community College in Texas have initated some encouraging bilingual/bicultural programs. Barely a handful of other colleges in California are also attempting to teach in the native language of a sizeable segment of their population. Other colleges are offering ethnic studies courses which sensitize minority students and majority students to the background, history, and culture of culturally distinctive ethnic groups. While these efforts help, they are less than effective with students of limited English-speaking experience.

Although the need for bilingual/multicultural materials has been amply documented and, to a certain extent, recognized, two-year colleges have not made considerable progress toward this goal. The American Association of Community and Junior Colleges 1972 Assembly, a group of 100 community college leaders and representatives from industry, emphasized the thrust that community and junior colleges should take in providing multicultural and bilingual education. One of the priorities identified in the 1973 and 1974 Assembly reports is the increased efforts which these colleges must undertake in recognizing linguistically different students in their curriculum and in their teaching. In Texas and California, legislation was approved to provide instruction in a student's dominant language. House Bills 145 and 146 were introduced in the Texas Legislature by Representative Carlos Turan from Corpus Christi – and backed by the Governor of Texas – providing for the training of bilingual teaching personnel, for the compensation of such personnel, and for establishing bilingual curricula in areas where a high percentage or number of bilingual citizens reside. Pima College in Arizona has instituted the creation of a multicultural/bilingual learning environment as one of its main purposes.

Community colleges are caught, as if by a vise, between two opposing pressures. On the one hand, linguistically distinctive students are enrolling in large numbers. These students are attracted to community colleges because of the "promise" that these colleges by implication are assumed to make. With "open door" admission policies, low or free tuition, relative accessibility, close proximity, and diversified programs which are supposed to be tailored to the characteristics of the local community, these colleges offer attractive alternatives. Many community colleges are also actively recruiting non-traditional students. On the other hand, the number of trained bilingual/bicultural instructors these colleges need is not available. While other professional fields may have an oversupply of trained personnel, the short supply of bilingual/bicultural instructors reaches catastrophic diminutive proportions.

In California, the percentage of Mexican-American students enrolled in community colleges in 1973 was nearly 10%. Conversely, Mexican-American personnel in these California institutions is only 3.3%. In Texas and the other southwestern states, discrepancies are even larger. However, even these inequities fail to indicate accurately the drastic shortage of bilingual educational personnel. Just because a person is bilingual does not mean he (or she) can teach bilingually. We have to keep in mind that bilingual individuals have acquired their education through a monolingual/monocultural educational system. Schools at all levels have steadfastly maintained their rigid curriculum aimed at the "average" American.

Large sums of monies allocated for professional personnel development have ignored the bilingual personnel training demands. The large sums appropriated over the past six years for the Educations Professions Development Act, Title V-E, have not been used to help develop bilingual teaching personnel. Title III funds to "strengthen developing institutions" have reached few institutions with large numbers of linguistically distinctive students.

Even the scarce funds allocated for the development of bilingual teachers have either been lost in the process or failed to provide even a limited impact. Senators Cranston, Kennedy, and Tower fought for, and obtained, five percent of EPDA – Title I-D funds as "set aside" funds for training bilingual teachers in the 1973 Fiscal Year budget. These funds did not create any significant new programs.

The above-mentioned facts illustrate to some extent the magnitude of the task for any two-year college to implement a bilingual/bicultural instructional program. In order to succeed, El Paso Community College and less than a handful of other two-year colleges "have had to go at it on their own."

III. EL PASO COMMUNITY COLLEGE

THE NATURE OF THE INSTITUTION

El Paso Community College opened its doors to 901 students in the fall semester, 1971. Enrollment increased more than ten-fold in three years to 9,400 students in the fall, 1973-74. A unique feature of the college is that the ethnic composition of its student body is truly representative of the ethnic composition of its community. Enrollment for the spring semester 1975 is 55% Mexican-American, 36% Caucasian, 7% Black, 1% Native American, and 1% other. Furthermore, the college, in its fourth year of operation, is enrolling more than 2.1% of the population within its district. This percentage compares favorably with some of the "better" urban community colleges in Texas, thus partially indicating the college's effectiveness in moving quickly to serve a commendable proportion of its community population.

In addition to extensive programs in technical-vocational education, general education, transfer education, and continuing education and community services, the college has initiated programs specifically aimed to serve nontraditional students. Working in cooperation with organizations such as NYC, Educational Talent Search, Operation SER, Texas Rehabilitation Commission, Upward Bound, Trinity OIC Coalition, Father Rahm Clinic, Project BRAVO, local health organizations, ALIVIANE, the El Paso Public Schools, the University of Texas at El Paso, and several veterans' organizations, the college provides educational programs of two years or less which are desperately needed within the community. Utilizing the "college without walls" concept, El Paso Community College offers classes in high schools, community centers, housing projects, technical-vocational schools, and a main campus. In fact, the college had no campus its first year of operation. Even today, more than 40% of the students attend classes during the evening in the five teaching centers leased from the public schools located throughout El Paso.

Within a relatively short period of time and with scarce resources, El Paso Community College has implemented the following programs for nontraditional students:

- *A veterans assistance program to recruit and counsel educationally deprived veterans;*
- *A nurse retention program to supplement instruction in the college's Associate Degree Nursing program;*
- *A Special Services program to provide "peer" tutors and counselors for low-income, non-traditional students;*
- *A Right to Read program to provide developmental reading;*
- *A Moody Foundation program to establish communications and mathematics programmed individualized instructional laboratories;*
- *Headstart supplementary teacher training courses;*
- *An Upward Bound Educational Talent Search program for Vietnam Veterans; and*
- *An Allied Health recruitment and retention program to recruit low-income and minority students into allied health career fields and to give them entry-level skills and confidence necessary for completing their intended programs of study.*

For example, Ft. Bliss, an army base of approximately 20,000 personnel, is located in El Paso. The college has quickly moved to serve military men by becoming a Service Men's Opportunity College, and this move will allow the college to more adequately serve

other adult non-military residents. The above-mentioned programs partially illustrate El Paso Community College's commitment to and progress in serving nontraditional students of El Paso in a comprehensive manner. Perhaps somewhat atypically, these programs are integrated within the regular college curriculum.

Since its inception, El Paso Community College has pursued a determined thrust in instructional improvement. Progress in this institutional priority, however, has not been made as rapidly or as intensively as students' needs dictate. The instructional improvement phase focuses on the development of a competency-based, learner-oriented model of instruction in which faculty development is essential. The El Paso Community College faculty has participated in fifteen days of workshops stressing the systems approach to instruction, individualized instruction, behavioral objectives, cultural awareness, and bilingual education. Applicants who displayed an inclination to try out these approaches have been employed; many of these faculty members are currently producing individualized materials on a limited basis. Furthermore, because of the rich ethnic composition of the El Paso Community College community, a bilingual/bicultural approach to individualized instruction is considered essential.

The learner-oriented model being developed at El Paso Community College as applied to nontraditional students is based on Bloom's thesis that 95% of the students can reach a high mastery level of the subject matter being taught, provided a supportive learning environment is created which allows for student differences. Rather than provide "special" programs for special students, comprehensive measures are taken to allow students to become active participants in helping each other and themselves. For example, low-income work-study students – many of whom in the past have not achieved high grades – are employed as student tutors and student counselors. These students are provided with continuing cultural awareness, sensitivity, and self-programmed control training with the intention of developing tutors and counselors who can, in turn, become effective in helping their peers. In this way, the program benefits tutors as well as tutees, and counselors as well as students being counseled. Students enrolled in developmental studies are also enrolled in university parallel courses or technical-vocational programs. Rather than provide a few bilingual/bicultural courses, the emphasis is to incorporate the bilingual/bicultural element in most courses. This is an attempt to adapt the institution to students, instead of the students to the institution.

SPECIFIC EXAMPLES

The college has achieved some degree of success in bilingual/bicultural programs which have had adequate funding. The two-year Associate Degree Nursing (ADN) program, supported partially by a Nurse Retention Federal grant, has incorporated the following elements of an individualized systems approach to instruction:

- *Learning modules utilizing paper and pencil developed packages and other media;*

- *Behavioral objectives for learning modules;*
- *Alternative ways of presenting to students the same concept and/or information;*
- *Revision of materials based on student feedback;*
- *Materials allowing students to achieve objectives at their own pace or rate; and*
- *Faculty members being free to work with students on a one-to-one basis or in small groups.*

Although a systems approach to instruction allows for adaptations to individual differences, instructors in the ADN program diagnosed early in the year that students were not enthusiastic about the individualized approach. Therefore, the following remedial steps were taken:

- *Materials were translated into Spanish (some of the translation was done by ADN students);*
- *Some technical terms were first introduced in Spanish and subsequently translated into English;*
- *Small group counseling sessions were initiated to determine student anxieties;*
- *Student tutors were employed to work with students having problems in specific courses;*
- *More advanced students were requested to work with less advanced students;*
- *Short lectures and/or discussions were initiated (some of these were taped for student review); and*
- *Subject matter was broken into smaller units, thus allowing faster evaluation and feedback.*

Another program utilizing a bilingual/bicultural approach in a highly effective manner is the Veterans Upward Bound (VUB) program. This program enrolled unemployed, Chicano, Vietnam veterans, preparing them with entry-level skills to pursue postsecondary, technical-vocational or baccalaureate degree programs. About one-third of the VUB matriculants did not initially possess a high school diploma and, consequently, had to work to obtain their GED within a maximum period of four months.

An individualized, self-paced, systems approach to instruction was utilized in this program. All four instructors (one performed half-time counselor duties) and the Program Director spoke fluent Spanish, and utilized their Spanish to converse and explain materials. Some of the materials, not all, were available in either English or Spanish, although more than half of the instruction took place in English (i.e., exams are taken in English). Spanish novels, newspapers, and comic books were available and utilized by students. Cultural activities promoting the Mexican and Mexican-American culture were encouraged.

After one year of operation, the program served 459 students, more than double the budgeted number of Chicano Vietnam veterans. Over 90% of those enrolling in the pre-college, skill development phase graduated after four months (some of the VUB students, about 5%, dropped out because they accepted employment, thus the drop-out rate was actually less than 6%). Slightly more than two-thirds of the VUB students completing this phase were pursuing higher educational programs at EPCC. ***In the GED phase, over 95% of the VUB students completed their GED within the allotted four-month period.*** Only one student dropped out without passing his GED exam. Most VUB students unable to pass GED exams within the four-month period continued their efforts and eventually earned it!

Two other EPCC programs in which students developed skills in both English and Spanish were the SER Bilingual Secretarial Program and the SER Junior Executive Management Program. Both English and Spanish were utilized to teach saleable skills to unemployed, low-income, Mexican-American men and women. More than half of the participants were female heads of households (generally with children). In these two one-year programs, the drop-out rate was, again, less than 5%. Furthermore, all of the 34 students graduating from the two programs had jobs before graduating.

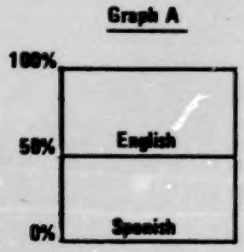
These limited but significant successes encourage the El Paso Community College faculty and administration to pursue the type of program described in subsequent paragraphs.

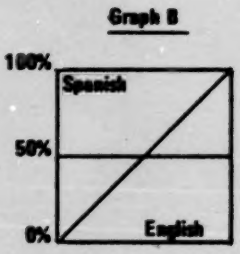
DEFINITION OF BILINGUAL/BICULTURAL EDUCATION

According to the definition of bilingual/bicultural education proposed by Candido de Leon, President of Hostos Community College in New York, and Rafael Cortada, President of Metropolitan Community College in Minnesota, a bilingual/bicultural program includes: (1) the use of Spanish to continue learning; (2) an intensive program of English; (3) Spanish as a second language; and (4) the bicultural component integrating all of the other factors. The following is derived from Cortada and de Leon's model of bilingual/bicultural education.

1. ***The use of Spanish to continue learning.*** This means that some courses and programs would be taught using Spanish and English simultaneously

and in fairly equal doses; other courses and programs would be taught mostly or completely in Spanish at the beginning while gradually bringing in more English as the students develop in their second language. An example of the former would be Graph A; an example of the latter would be Graph B.

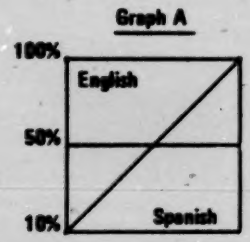




This would be more applicable to students with greater fluency in Spanish than English.

2. ***An intensive program in English.*** While the student is enrolled in college programs (technical or academic) taught in both languages, he would also be participating in intensive English courses which stress reading, writing, and speaking while relating much of the course content to the students' intended career goal. To some extent, El Paso Community College is already implementing this concept with its individualized freshman English program. This effort would benefit all students, but would be particularly useful to students whose primary language is not English.

3. ***Spanish as a second language.*** Students who have not begun their lives speaking Spanish but who are interested in the language will be started off in predominantly English courses, or classes where English is the primary medium of instruction. A graphic description of this is as follows:



4. ***The bicultural component integrating all of the other efforts.*** The bicultural component of a bilingual effort would create a situation which would

allow all students to experience the differences and similarities in cultures. While instruction would include materials from both cultures, much of the bicultural thrust would be implemented outside the classroom via a mariachi orchestra, a teatro, a rondalla, speakers, visitations, student activities, and student-faculty exchanges.

IMPLEMENTATION

Students' viewpoint

- ***Diagnostic Phase.*** Content instruction is offered only (or mainly) in the dominant language, either Spanish or English. Intensive study is undertaken in English-as-a-second-language or Spanish-as-a-second-language. Fluency and literacy in both languages is not emphasized. In fact, it may be necessary to offer remedial studies in the native language in cases where reading and writing skills are not on a level with oral skills. An assessment of each student's literacy and fluency in both languages is vital at this stage.

- ***Developmental Phase.*** Listening and speaking skills in the second language with some limited reading and writing are sought here. While instruction continues in the dominant language, content courses in the second language should be audited or taken. At this point, students should begin considering a decision to continue their programs in the English track primarily, with Spanish secondarily, or vice-versa.

- ***Intermediate Phase.*** Cultural studies and social science courses are pursued in the dominant language of the culture, be it English or Spanish. A student may also choose to take some other studies in the second language.

- ***Bilingual/Bicultural Phase.*** At this stage, the student should be able to function comfortably in either language or culture in a social and professional sense. He should be able to demonstrate language competence and cultural sensitivity at a level where he can perform in either Spanish or English curriculum.

It should be noted that the student may enter at the diagnostic phase, developmental phase, or intermediate phase and, hopefully, should be able to proceed as fast and as far as his energies, ability, and interest allow. In no way shall the student be forced or coerced into any one of the four phases. The student should have many more options.

AN OPERATIONAL DEFINITION OF BILINGUAL/BICULTURAL EDUCATION

While the above-described definition of bilingual/bicultural education establishes some parameters and sets long-range goals, it has become necessary to develop an operational framework. The El Paso Community College staff has developed institutional goals to provide further direction for instructional programs. Some of the proposed goals relating to bilingual/multicultural education are:

- *To provide an environment which promotes awareness, sensitivity and appreciation of our multicultural community;*
- *To provide parallel courses in Spanish and to encourage the use of Spanish language in instruction whenever needed and feasible;*
- *To cooperate with groups in promoting cultural and recreational activities;*
- *To provide varying modes of instruction best suited to the experiences being provided and to the needs and abilities of individual students; and*
- *To provide opportunities for the development of bilingual capabilities of faculty, staff and students.*

With the exception of the second goal listed above, all goals have been officially approved. The second goal has been approved by the Joint Senate Executive Committee and will be presented for general Joint Senate consideration in the fall semester, 1975.

These goals have been refined into measurable objectives for the El Paso Community College 1975-76 academic year. The objectives are specified on the left-hand column with the measurement on the right-hand column of *Exhibit II-1*.

While resources, procedures, and activities with benchmarks are an integral part of the model, these are too lengthy to present here. What is significant is that the objectives be outlined specifically enough so that proper evaluations of progress can be made. The first significant steps of a long journey have already been initiated at El Paso Community College.

Exhibit II-1

OBJECTIVES	MEASUREMENT
1. To provide a balance of courses in the development of English and Spanish language.	Four Spanish grammar and composition courses will be systematized so that course objectives will be clearly specified and exit skills defined by June 30, 1976.
2. To improve offerings so that persons with limited English speaking, reading, and writing skills can improve.	Three English-as-a-Second-Language courses will be incorporated into the curriculum and systematized so that course objectives will be clearly specified and exit level skills defined by May 1, 1976.
3. To provide regular course offerings for credit taught in Spanish.	Six non-language development courses will be taught in Spanish by January 20, 1976.
4. To provide opportunities for students to learn in either their native or their dominant language.	50% of the courses will be taught using both English and Spanish by June 30, 1976.
5. To include multicultural materials in course offerings.	80% of the courses will have Chicano, Black, and Indian culturally relevant materials by June 30, 1976.
6. To include multicultural, extracurricular activities on behalf of the college.	50% of the student extra class activities will be multicultural (ongoing).
7. To refine the college's bilingual/bicultural approach.	A paper focusing on the institutional commitment to bilingual/bicultural education will be developed by January 1, 1976.

FOOTNOTES

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SECTION III

BILINGUAL/BICULTURAL EDUCATION: A BASIC RIGHT OF EVERY AMERICAN

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III. BILINGUAL/BICULTURAL EDUCATION: A BASIC RIGHT OF EVERY AMERICAN

Dr. Armando M. Rodriguez and
Roberto E. Zuniga

One of the most revolutionary new concepts in educational development during the last five years has been bilingual/bicultural education. The nationwide programs have begun in several areas of the country, particularly in New York, Florida, and the southwest.

The development of permanent, ongoing programs in which our educational institutions teach our youth, regardless of their race or color, more than one language and more than one cultural lifestyle will be the key in eliminating prejudices and in helping people understand rather than fear cultural differences. Hopefully, bilingual/bicultural education will be a major factor in the social well-being of America. This paper will define bilingual education and provide supporting rationale for its existence. It will also provide an overview of the scope and goals of the bilingual/bicultural educational movement.

For the youth of America, bilingual/bicultural education must be a lifetime process not limited to elementary and secondary educational levels. The bilingual/bicultural individual must be considered an asset to any community. Being bilingual is not a handicap, but a gift to be shared. Mere awareness of these issues, however, is meaningless unless basic changes begin to take place in the educational establishment and some basic attitudes begin to change in society at large. The educational establishment and our society must become convinced that being bilingual and bicultural is a basic right of every educated person in America.

As we enter the third century in the proud history of the United States, our educational institutions must begin to consolidate those gains that have been made during the last five years in the development of bilingual education, and to design strategies for action that will help to achieve the goal of this educational endeavor.

This goal can be stated as follows: ***By 1990, all of our schools located where there is a plurality of language and cultural differences, will be completely immersed in bilingual/bicultural programs.*** These programs will provide the opportunity for all students to become culturally cognizant in two or more cultures. They will also develop communication competency in the student's mother tongue and another language, including those students whose native language is English. This total immersion must involve all of our schools at all levels of education.

If this goal is achieved, it is possible that by the year 2000 the only culturally disadvantaged and linguistically handicapped persons will be those who have not had a bilingual/bicultural educational experience – and those individuals will be well on their way to extinction. Progress toward this goal can be defined in five, more specific subgoals:

1. There must be a general recognition by our society at large and by our national leaders in particular, that the bilingually skilled and the biculturally cognizant individual is, and will continue to be, and indispensable resource which America must develop.

2. There must be an acceptance of bilingualism and biculturalism as purposeful endeavors, indeed as moral responsibilities of education, by the educational establishments everywhere in the United States at all levels of education.

3. Every teacher-training institution must begin a concerted effort to train bilingual/bicultural educators to form the backbone for successful programs.

4. Our educational institutions must develop programs that will provide meaningful progressions in bilingual/bicultural instruction through all levels of the educational system.

5. Along with all this, provisions must be made for the development of new books, curriculum plans, audio-visual aids, testing materials, and all other tools that will be needed to make the programs effective.

These goals have wide-ranging implications because of the undeniable impact they will have on the future of the nation. There are, perhaps, some educators who feel inclined to let someone else take the responsibility for achieving these goals. This might be true because the prospect of success seems remote, and perhaps because there is a lack of conviction as to the need for these programs, but everyone can benefit by considering a concept which the Aztec Indians believed: that everything a person does in his lifetime affects the life of another. What we don't do might also affect another person's life at some time. If we agree to this, then each of us has a responsibility to take action in order to make these programs succeed.

In the last ten years, while the educational world relentlessly carried on the business of educating the youth of America, many special interest groups have focused on bilingual education. Bilingualism and biculturalism have been the main concern among Chicanos and other Spanish-English-speaking groups that share common problems and experiences. Through these experiences, they have gained an understanding and insight to assess the great potential of these educational programs. These groups, acting as strong advocates, have made an impact on the academic world, which has created a national awareness that much of the human resource potential of Spanish-speaking bilinguals in this country is going to waste, a fact that the Spanish-speaking leaders have known about for some time.

These advocates could be an annoying "cricket" that has managed to get into the house late at night and the educational establishment could be compared to the man of the house trying to sleep. The "cricket" has begun keeping the establishment awake to the educational needs of the bilingual/bicultural child, and must now create the awareness that the value of bilingualism is not as a remedial program, but as an essential part of the total education of every child. The establishment must be convinced that a child moving through the educational system without becoming cognizant in more than one culture and without acquiring competency in more than one language is only half-educated. The national attitude of all educators must move toward a recognition of the importance of creating a society where monolingualism and monoculturalism is totally unacceptable.

On October 9, 1973, New Mexico's Senator, Joseph M. Montoya, addressed the United States Senate to support new amendments to the existing Bilingual Education Legislation. The following excerpts from his address will help put our current position in perspective. Senator Montoya stated that the purpose of the Bilingual Education Act was to:

> . . . create educational programs which would provide our children with a new way of learning two languages at once, and making them truly bilingual. We wanted to keep those children in school and to teach them enough so that they could be productive and participating members of our society. . . The money we provided for that extra educational effort . . . would be an investment in the future well-being of this nation.

Senator Montoya then made some assessments which are summarized here:

- *We only reached two percent of the youngsters needing bilingual education, even in our most successful year, because we did not have the teaching tools to do the job and did not have the teachers ready.*

- *In the last few years educators have made great strides. They now know that exclusion from the cultural heritage and history of language and community can be so destructive to the self-confidence of the student that he gradually loses the ability to learn. Educators know that we can change that.*

- *The most serious discovery we have made is that we do not have the teachers, or even the teacher-training programs, to handle the problem nationwide.*

- *The junior and community colleges where most of these students go to school, if they stay in school, are not equipped to teach bilingually or to provide teacher-training programs which could increase the number of teachers.*

- *A survey by our own Dr. Charles Leyba of California State University, Los Angeles, showed in the area surveyed, the need for 35,117 bilingual teachers, but only 9,448 teachers qualified. Colleges in the area were only preparing 2,000 bilingual teachers.*

- *The same survey showed that in these schools in which bilingual programs were in operation, almost one-third of the teachers who were trying to teach a bilingual program were not bilingual themselves. Language development, ethnic history studies, and new methods of teaching are all high on the list of both pre-service and in-service training requirements mentioned by administrators in these programs; the programs to provide that training do not yet exist in sufficient amounts to fill the need.*

The Senator's comments paint a rather grim picture of the situation, but he does have a significant message. First, we must remember that he made his comments on the floor of the United States Senate and that the co-sponsors of the legislation which he was supporting were Senator Alan Cranston, (D) California, and Senator Edward Kennedy, (D) Massachusetts. In spite of the somewhat discouraging report, the scope of the problem and the importance of achieving a successful solution is reaching our national leaders. It is people like these, in positions of leadership in government and in all aspects of society, who need to be convinced of the value and importance of the bilingual education effort. They will be the major factors in the programs' success.

An even more important point in the Senator's speech is that without materials, curricula, and trained teachers, the bilingual/bicultural programs needed will never come into existence. This is why genuinely concerned educators are needed: to make sure that these necessary elements are developed. The establishment is now to begin making resources available for this purpose. The legislation recently passed in Congress is one example of this. The national foundations should also be ready to fund model projects. In some areas of the United States the business establishment has begun making overtures in this direction, especially where Affirmative Action laws have been enforced. Many educational institutions are ready to embark on projects and merit strong support.

Today there are more than 10 million Spanish-speaking citizens in this country. By 1980 there will be more than 15 million. Every bilingual/bicultural Spanish-speaking graduate will be an agent for a closer relationship among countries of the western hemisphere, and for the realization of a society where human diversity is promoted and not destroyed. If bilingualism and biculturalism succeed, it will mean a new respect for the Spanish-speaking at a level that does not exist.

In the last few years, ELAC has introduced bilingual/bicultural education through the Strengthening Development Institutions Project USTED (United Students and Teachers for Educational Development), which was funded in 1968 as a Basic Title III program.

Project USTED introduced the Chicano Home Auto Tutorial (CHAT) program which consisted of classroom activities accompanied by outlines of materials translated into Spanish. These materials were produced on tape cassettes that could be checked out of the library like a book along with a playback recorder. Many of these cassettes have vocabulary lists in Spanish and English, and students using this system for an entire course can get credit for Spanish conversation courses by examinations certified by the Foreign Language Department. Although the bilingual aspects of USTED are minimal, the program did serve as a foundation for bilingual/bicultural education.

The advent of AIDP (Advanced Institutional Development Program), the advanced Title III program, saw the establishment of a college-wide Bilingual/Bicultural Education Committee whose responsibility it is to stimulate program development on campus. The Committee's accomplishments include the use of bilingual aides during registration, the publishing of the student handbook in Spanish, and a policy on bilingual/bicultural education for East Los Angeles College.

The most significant outcome of this Committee's activities has been to develop two courses in the Family and Consumer Studies Department, designed through a faculty grant sponsored by the Bilingual/Bicultural Committee and funded by AIDP. The college also applied for and received a grant from the Federal Government under Title VII.

The Title VII program is a three-pronged approach at implementing a bilingual teacher-training program. The first approach is the development of a curriculum leading to an Associate of Arts Degree, and an Educational Associate Certificate that authorizes a graduate to work as a teacher's aide (with a bilingual/cross-cultural specialty). This curriculum is transferable to three universities: California State University, Los Angeles; California State University, Northridge; and California State University, Fullerton. This program can also lead to a Bachelor of Arts Degree with a Bilingual/Cross-cultural Education major and, with an additional year, to a California Teaching Credential.

East Los Angeles College is the first two-year institution of higher education in California to be certified for teacher-training. The second component involves coordinating students enrolled in the teacher-training program. This involves counseling students to help plan their program and monitoring their attendance in order to certify their eligibility for monthly stipends from their local educational agency.

The third part of the Title VII program is an individualized staff development program designed to teach the bilingual instructors in the teacher-training program how to use bilingual techniques and materials. The end result of this component will be to develop a cadre of instructors who can teach bilingually in every department which offers courses to bilingual teacher-trainees. This will be accomplished by training instructors

each semester, until forty bilingual instructors have been trained for East Los Angeles College. The capacity of the college to deliver instructors bilingually will then be a reality.

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